Clark County School District

Ronnow, C. C. ES

2025-2026 Status Checks with Notes

District Approval Date: February 27, 2026

Mission Statement

Our school community will provide a world-class education by implementing a common core curriculum based on state and district standards where student proficiency is monitored and instruction is adjusted to promote high achievement for each student.

Vision

Strive - Learn - Achieve - Succeed - Together, Everyone Achieves More

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/clark/c._c._ronnow_elementary_school/nspf/

Table of Contents

Inquiry Areas 4
Inquiry Area 1: Student Success 4
Inquiry Area 2: Adult Learning Culture 8
Inquiry Area 3: Connectedness 10

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: The percent of students scoring above the 60th percentile in Reading will be 22% (fall), 30% (spring) by 2026 as measured by MAP Growth Assessment. Baseline: 18% spring 2025.

Aligns with District Goal

Formative Measures: Focus Ed

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Students will increase their vocabulary proficiency through the use of LETRS strategies and equitable access to Tier I instructional materials that include grade-level standards, complex texts, and assessments. **Position Responsible:** Administration **Resources Needed:** LETRS Training Grade-level presentations at weekly staff meetings Weekly PLC time QTEL Posters/Bookmarks/Packets Lesson Plans **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: HMH Into Reading **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** Teachers will continue to attend LETRS training until the end of the 2026 school year. Teachers will continue to meet weekly for professional learning communities and discuss discourse strategies in their ELA lessons. Professional learning was delivered to staff regarding materials and planning for remediation/enrichment for students. **October Next Steps/Need** Work with our ELL Coordinator to support teachers who need training in QTEL discourse strategies and incorporate these into our Tuesday morning staff meetings. Monitor teacher use of remediation/enrichment activities and provide further support, if needed. **Feb:** In progress **February Lessons Learned** We are implementing this strategy with fidelity. Teachers are in the final year of LETRS and utilizing the pedagogy in their classrooms. We saw a 6% increase in students scoring at or above the 61st percentile MAP Reading and a 1% decrease in the achievement gap of LEP vs. non LEP students. In MAP math, we saw a 5% increase in students scoring at or above the 61st percentile and a 1% increase in the achievement gap of LEP vs. non LEP students. However, the overall proficiency of both subgroups increased.

	February Next Steps/Need Continue monitoring Tier I instruction through walkthroughs and PLC conversations. Focus on small group work in mathematics next **June:** Continue **June Lessons Learned** Our teachers have completed LETRS synchronous sessions and will complete the asynchronous sessions by the end of May. We saw a 7% decrease in students scoring at or above the 61st percentile MAP Reading and a 9% decrease in the achievement gap of LEP vs. non-LEP students. In MAP math, we saw a 1% decrease in students scoring at or above the 61st percentile and a 2% increase in the achievement gap of LEP vs. non-LEP students. **June Next Steps/Need** We will continue this goal for the next school year. Careful consideration needs to be given in placement of testing windows for next school year. Staff, SOT, and the CI team felt that we conducted SBAC and MAP too close to each other.

Inquiry Area 1: Student Success

SMART Goal 2: Decrease student proficiency gap in English Language Arts between the English Learners and English Proficient students from 36.8 percentage points in 2025 to 25 percentage points by 2026, as measured by state summative assessments.

Decrease student proficiency gap in Mathematics between the English Learners and English Proficient students from 18 percentage points in 2025 to 10 percentage points by 2026, as measured by state summative assessments.

Increase the overall percentage of students exiting English Language Learner status from 6.1% in 2025 to 10% by 2026, as measured by WIDA.

Aligns with District Goal

Formative Measures: MAP projected proficiency data

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement dual language immersion to support access to Tier I instruction for English Learners in grades Kindergarten through Grade three. **Position Responsible:** Administration **Resources Needed:** Tier I materials in Spanish, ELL Division DL support **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Evidence Level** Level 3: Promising: DLI **Problem Statements/Critical Root Cause:** Student Success 2	**Oct:** In progress **October Lessons Learned** Our EL Coordinator continues to provide coaching and support for teachers in Tier I instruction in English and Spanish. Administration has conducted instructional rounds utilizing the Tier I monitoring tool. **October Next Steps/Need** Administration will continue to engage in instructional rounds with the Tier I monitoring tool and identify any professional learning needs that may exist. **Feb:** In progress **February Lessons Learned** We have increased reading proficiency on MAP from 22 to 28. And closed the achievement gap between LEP and non-LEP in reading by 1%. For math, we increased proficiency on MAP from 18 to 23 percent, seeing gains in LEP and non-LEP students. However, the achievement gap between the subgroups increased by 1%. **February Next Steps/Need** Continue monitoring Tier I instruction through walkthroughs and PLC conversations. Focus on small group work in mathematics next. **June:** Continue **June Lessons Learned** We saw a 9% decrease in the achievement gap of LEP vs. non-LEP students. In MAP math, we saw a 2% increase in the achievement gap of LEP vs. non-LEP students. WIDA testing results saw gains over the previous year, with 9.9% of students exiting ELL status. **June Next Steps/Need** Continue this goal and start WIDA tutoring earlier in the school year. Students who attended WIDA tutoring saw more success on the test.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Administration will engage in classroom observations and PLC collaboration utilizing the CCSD Tier I Monitoring Tool as a measurement tool to provide consistent and authentic opportunities for students to interact with the learning intentions and success criteria to meet the needs of all students throughout the course of instruction from 57% LI/ 59% SC to 80% in both by May 2026.

Aligns with District Goal

Formative Measures: Focus Ed

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement Focal Point data collection with the leadership team to monitor usage of Tier I curriculum and PLC conversations focused on the learning cycle to increase the effective usage of our Tier I curriculum. **Position Responsible:** Administration **Resources Needed:** PLC Staff development day agendas/ presenters/ materials LETRS training Tier I monitoring tool **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: Focal Point **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** Implemented **October Lessons Learned** Teachers meet weekly for PLCs and have begun this year's LETRS professional development series. Administration has conducted Focal Point walks. **October Next Steps/Need** We will continue our LETRS professional development and the administration will continue to conduct monthly focal point walks. We need to schedule professional learning with our EL Coordinator for discourse strategies. **Feb:** In progress **February Lessons Learned** We are using Focal Point look for tools during observations. Administration is present in PLCs and follows up with classroom visits to ensure PLC actions are occurring in the classrooms. Teachers are delivering lessons aligned with the LI and SC 84% of the time. Teachers start the lessons strongly by introducing the LI and SC, but 22% and 23% of the time, students and teachers interact with the LI and SC throughout the lesson. **February Next Steps/Need** Continue monitoring Tier I instruction through walkthroughs and PLC conversations. Focus on small group work in mathematics next. **June:** Continue **June Lessons Learned** We are continuing weekly PLCs in grade levels, conducting focal point walkthroughs. Focal point data shows a need for more teacher and student interaction with the learning intentions and success criteria, although the percentage has increased to 42% and 43%, respectively. We had a third of our teaching staff participate in a QTEL training to increase meaningful student discourse. **June Next Steps/Need** We will continue this goal for the next school year and focus on what LETRS learning looks like as it transfers to the classroom.

Inquiry Area 3: Connectedness

SMART Goal 1: The percentage of students who feel supported through their relationships with friends, family, and adults at school during 2025-2026 will increase from 83% (fall) to 90% (spring) as measured by the Panorama Education Survey.

Aligns with District Goal

Formative Measures: Panorama

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teachers will implement a monthly 30-minute SEL-based classroom lesson with the support of the wraparound team. Weekly announcements will include SEL conversation starters and activities for all students. **Position Responsible:** Administration **Resources Needed:** Harmony Curriculum Student Incentives House Point Display House Point System **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: Panorama **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** The counselor has made a schedule for monthly meetings with each class. We have calendared our monthly class meetings. Students continue to earn House Points for positive character traits, and we have also invited parents to the House Points app. We have had 2 monthly house celebrations. **October Next Steps/Need** We need to do more to incorporate SEL conversation starters into the daily announcements. We will talk to the teacher who runs the announcements to ensure they are incorporated. **Feb:** In progress **February Lessons Learned** Implementing all of our SEL lessons and attendance checks with fidelity. We could increase the SEL conversation starters in the lessons. We need the announcements to have some more SEL conversation starters. We saw a 1% increase in students who reported on Panorama that they feel supported at school. Our chronic absenteeism is at 20.1% at this point in the school year. This is identical to what is was at this point last year. **February Next Steps/Need** Our clerk will continue to monitor the probationary status of students who are here on a COSA. Our school announcements will have an increased focus on SEL conversation starters. Our wraparound team will develop a list of students to focus our attendance efforts on for the remainder of the school year. **June:** Continue **June Lessons Learned** We still have not consistently implemented SEL conversation starters in the morning announcements. Monthly SEL lessons, attendance checks, and class meetings have been implemented with fidelity throughout the school year. **June Next Steps/Need** We will continue with the SEL classroom lessons, attendance checks, and class meetings.

Inquiry Area 3: Connectedness

SMART Goal 2: Reduce the percentage of students chronically absent from 19% Spring 2025 to 15% by Spring 2026, as measured in FocusED.

Aligns with District Goal

Formative Measures: Focus Ed

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Continue consistent attendance checking system schoolwide **Position Responsible:** Administration **Resources Needed:** CCSD Protocol for addressing chronic absenteeism **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: Focus Ed **Problem Statements/Critical Root Cause:** Connectedness 2	**Oct:** In progress **October Lessons Learned** We have established a schedule for home visits and absence phone calls using our Wraparound Team members. We have celebrated 2 months of perfect attendance. **October Next Steps/Need** We continue to refine our home visit and attendance phone call process after input from the team. Perfect attendance will continue to be monitored and celebrated. Our Wraparound Team is putting together the first semester perfect attendance celebration. **Feb:** In progress **February Lessons Learned** We are right around 20% chronic absenteeism. This will require a big effort to reach 15% by the end of the school year. We have the same students who are consistently absent and on or near chronic absenteeism. **February Next Steps/Need** We have issued attendance probation letters to students who are here on a COSA. If they do not meet the probation requirement,s they will not be permitted to stay here on a COSA next school year. We need to continue to add this as an agenda item in our wraparound meeting. We need our Clerk to continue to monitor COSA probation students and send attendance letters. We need to discuss attendance at our next wraparound meeting to see if there are any changes we can make to decrease our chronic absenteeism. **June:** Continue **June Lessons Learned** We are on track to decrease our chronic absenteeism rate from the previous school year. We celebrate our student attendance successes and provide support to students who have barriers preventing them from coming to school. **June Next Steps/Need** Home visits were not done consistently this year, that is something that we could improve for next year. Other than that, we will continue this goal.